DOCUMENT RESUME

ED 194 657 UD 020 962

AUTHOR Irizarry, Ruddie A.; And Others
TITLE George W. Wingate High School Integrated Bilingual Career Education Program. Final Evaluation Report, 1978-1979.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE [79]
NOTE 71p.; Appendix may be marginally legible due to light, broken print.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; *Bilingual Education; *English (Second Language); *Haitians; Program Descriptions; Program Evaluation; Program Implementation; Secondary Education
IDENTIFIERS Elementary Secondary Education Act Title VII; *Limited English Speaking; New York (Brooklyn)

ABSTRACT

The Wingate High School Bilingual program served 280 limited English speaking Haitian students with Title VII funds. The program, which included students in grades 9 through 12, was designed to offer bilingual instruction and supportive services with the aim of mainstreaming program participants. Students received English as a Second Language instruction and content instruction in their native language. Additional program components included curriculum development, supportive services, staff development, parental and community involvement, and extra-curricular activities. Students' achievement was assessed using norm and criterion referenced tests. Results indicated that achievement was mixed, with greatest gains seen in English as a Second Language. Recommendations for future program implementation are included. Relevant documents are appended. (MK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED194657

AUG 1 9 1980

Final Evaluation Report

George W. Wingate High School

Integrated Bilingual Career Education Program

ESEA Title VII

Project 5004-97609

1978-1979

NEW YORK CITY BOARD OF EDUCATION

OFFICE OF EDUCATIONAL EVALUATION

DR. ALAN S. BLUMNER

Director (Acting)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Edmonds
New York City Public Schools, N.Y.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UD020982

BOARD OF EDUCATION
OF
THE CITY OF NEW YORK
1978-1979

HON. STEPHEN AIELLO
President

HON. JOSEPH G. BARKAN
Vice-President

HON. AMELIA ASHE

HON. ROBERT CHRISTEN

HON. MARJORIE LEWIS

HON. MIGUEL MARTINEZ

HON. JAMES REGAN

FRANK J. MACCHIAROLA
Chancellor

RICHARD F. HALVERSON
Deputy Chancellor

FINAL EVALUATION REPORT

GEORGE W. WINGATE HIGH SCHOOL

INTEGRATED BILINGUAL CAREER EDUCATION PROGRAM

ESEA Title VII

1978-1979

Principal: Dr. Robert Schain

Coordinator: Mr. George Adamovich

Prepared by

Ruddie A. Irizarry
Evaluation and Planning Manager
Office of Educational Evaluation

Judith A. Torres
Evaluation and Planning Specialist
Office of Educational Evaluation

Ellen E. Wasserman, Consultant
Jacob Abramson, Research Assistant
Yitzchak Sabban, Consultant

Board of Education of the City of New York

Office of Educational Evaluation

Alan S. Blumner, Ph.D.

Director (Acting)

TABLE OF CONTENTS

		Page
I.	Program Description	
	Demographic Context	1
	Program Participants	2
	Personnel and Administration	3
	Budget Allocation-Title VII Funds	3
	Program Goals and Objectives	6
	Instructional Program	6
	English Program	7
	French/Creole Program	8
	Curriculum Development	8
	Supportive Services	9
	Staff Development	10
	Parental Involvement	11
	Community Relations	12
	Extracurricular Activities	12
	Student Response	13
II.	Assessment Procedures	15
III.	Findings	16
IV.	Conclusions and Recommendations	25

TABLE OF CONTENTS (continued)

Page

V. Appendix 28

Samples from the George Wingate High School bilingual program:

1. KAYÉ, student literary and news publication
2. Announcement of Wingate High School sponsored Conference "Educating the Haitian Child", with list of participants.
3. Memorandum from Program Coordinator re: English course
4. Haiti Observateur article announcing school-sponsored Conference
5. Individual Study Packets, Samples - American Studies

TABLES

Table 1	English Instructional Program	7
Table 2	French/Creole Instructional Program	8
Table 3	Results of the Criterion Referenced English Syntax Test (CREST)	18
Table 4	Student Performance (CREST) by Test Level and Grade ...	19
Table 5	English Reading Achievement	20
Table 6	Native Language Reading	21
Table 7	Achievement In The Content Areas	22
Table 8	Attendance	24

CHARTS

Chart 1	Student Population by Language Dominance	2
Chart 2	Bilingual Program Administration	3
Chart 3	Budget Allocations Title VII Funds, 1978-1979	4
Chart 4	Student Performance Comparison	14

GEORGE W. WINGATE HIGH SCHOOL

BILINGUAL PROGRAM 1978-1979

Location: 600 Kingston Avenue, Brooklyn, New York

Target Language: French/Creole

Year of Operation: 1978-1979, Fourth Year

Number of Participants: 280 students of Haitian origin

Principal: Dr. Robert Schain

Program Coordinator: Mr. George Adamovich

I Program Description

Demographic Context

George W. Wingate High School is located in a Brooklyn neighborhood characterized by low-income and minority families. During the sixties, this area was well known for intense racial strife, student unrest, and community hostility towards the public school system. The area became equally well known during the seventies for the success of Wingate High School in combating these problems and establishing a highly regarded academic program with community support.

The turnaround at Wingate High School was all the more noteworthy given the continuing aggravation of the social and economic conditions which sparked the problems of the sixties. Whereas the 1960 census reports found 50 percent of the area's households to be lower and middle income white families, by 1970 half of these had moved out of the zone. Those remaining were predominantly low income, with approximately 35 percent falling below the federal poverty status. The black and other minority families living in the area had median family incomes that averaged $1000 less than those of comparable groups in Kings county. A larger proportion of them fell below the federal poverty status as well. Approximately 66 percent of Wingate High School's student body was eligible for "Free A Lunch."

Although the net population of the area declined over the period in question, immigration of Haitian and Spanish speaking families remained

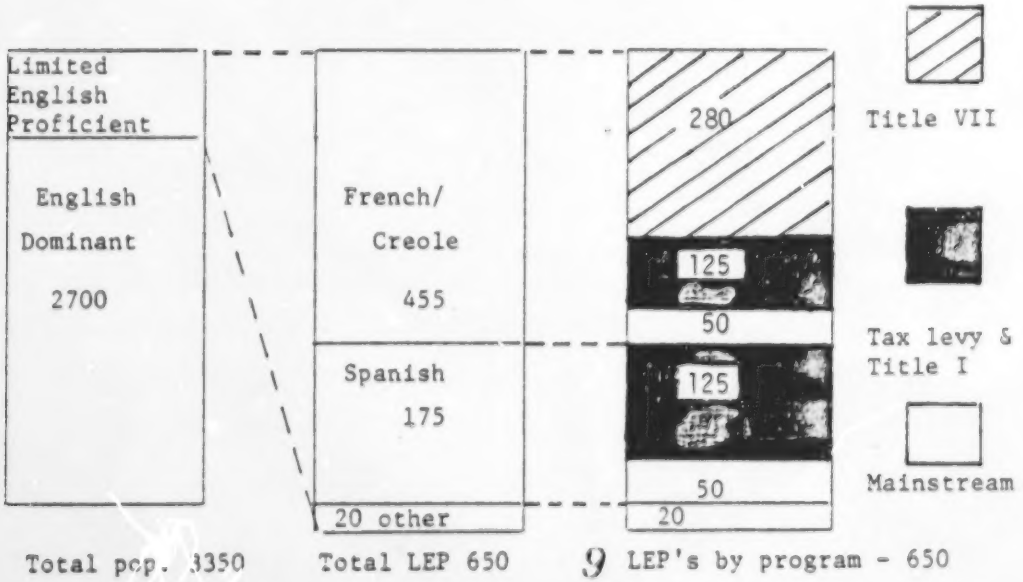
fairly constant. A full 13 percent of George Wingate High School's student population is composed of individuals whose native language is French/Creole, compared to a city-wide French speaking population of Haitian origin of only 0.06 percent. Almost seven percent of Wingate students are of Hispanic origin. The rezoning of the area presently served by South Shore High School will bring an additional number of Haitian and Hispanic students to Wingate for their high school education.

Of George Wingate High School's student population of 3350, approximately 650 were limited English proficient according to a school survey taken in the fall of 1978. Seventy percent, or roughly 455 of these students were French/Creole speaking. Another 175, or 27 percent were Spanish dominant. The remaining limited English proficient students were of various other national and linguistic minorities.

Program Participants

The target population served by the bilingual program during 1978-1979 consisted of 280 Haitian students. They were selected for the program by means of the Language Assessment Battery (LAB) and counselor interviews. The LAB test was administered in the spring for the next fall, or in the case of recent immigrants, during the second week of the school year. Students scoring below the 21st percentile on the LAB test and judged most in need of bilingual education by the counselor were chosen to participate in the bilingual program.

CHART 1
Student Population
by Language Dominance



One hundred twenty-five non-program students received English as a Second Language or remedial English instruction, as indicated in Chart 1, in a program financed by tax levy and Title I funds. The Title VII bilingual program however, provided many of these non-program students with counseling and tutoring services.

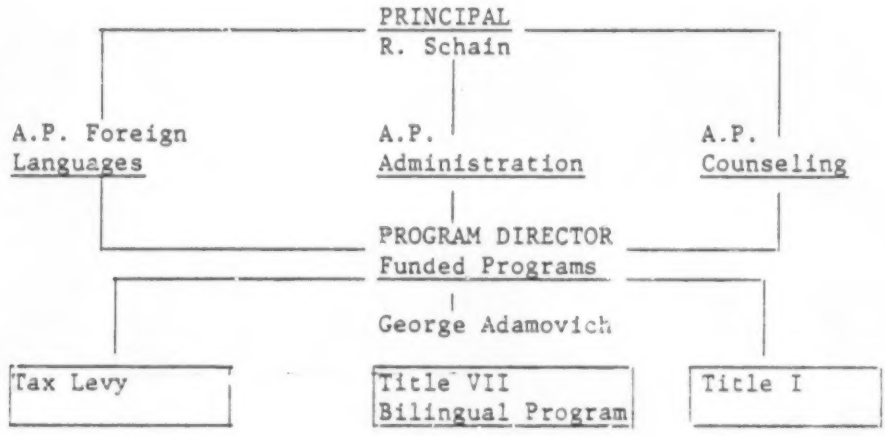
One hundred and twenty-five Spanish-dominant students of the 225 tested were found to be in need of bilingual education. They received English as a Second Language and Native Language Arts instruction in the tax levy and Title I program. They did not, however receive content area instruction in the native language. Fifty-nine percent of these Hispanic students performed below their grade level.

The George Wingate High School bilingual program has applied for Title VII funds to provide this group of Spanish dominant students with content area instruction and supportive services in their native language.

Chart 1 indicates the funding sources of the programs serving the high school's LEP population. Except for Title VII figures, numbers are approximate.

CHART 2 Wingate H.S. Bilingual Program

ADMINISTRATION



Budget Allocations, Title VII Funds

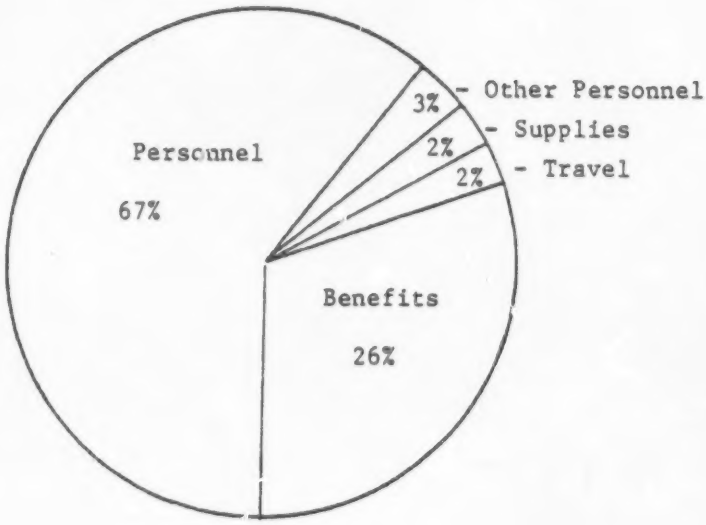
1978-1979

The chart on the following page presents a graphic breakdown of the allocation of Title VII funds granted the Wingate bilingual program during 1978-1979.

Title VII

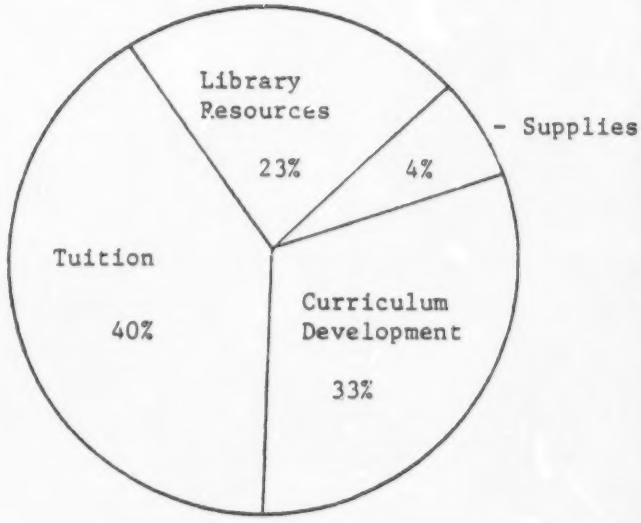
CHART 3 Budget Allocations

1978-1979



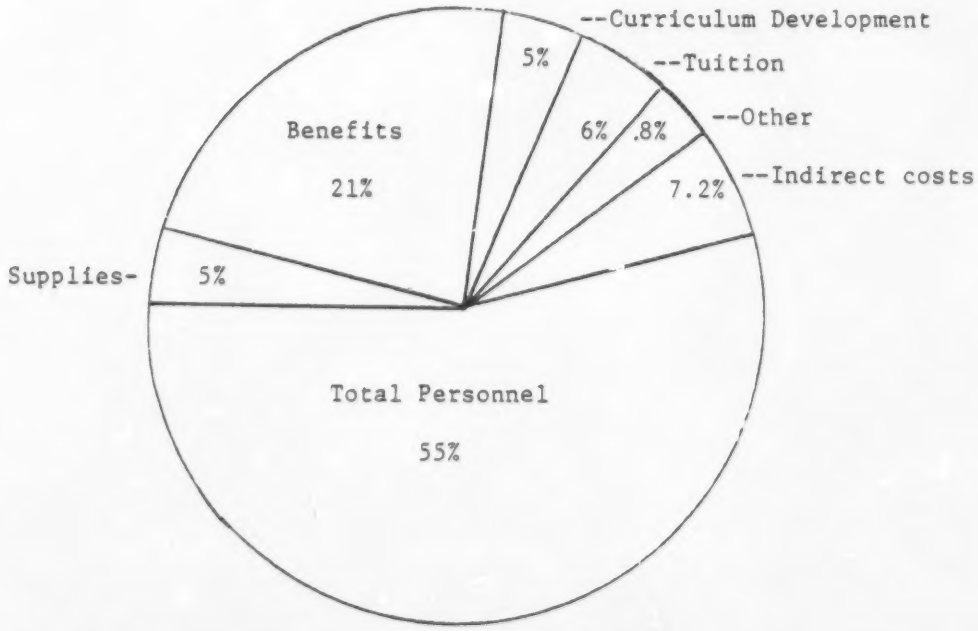
BASIC BUDGET

$ 158,120.00



TRAINING BUDGET

$ 29,842.00



TOTAL BUDGET

$ 201,495.26

The total budget amounted to $201,495.26, of which $158,120.00 made up the Basic Budget while $29,842.00 went to the Training Budget. Indirect costs, calculated at 7.2%, amounted to $13,533.26. Per student cost was $791.00.

Expense categories were grouped in the following fashion:

		Amount
1.	Personnel:	
	Salaries paid to eight Title VII staff members	$105,718.00
2.	Other Personnel:	
	Salaries paid to teachers and students assigned to tutoring; consultant fees	$ 5,048.00
3.	Fringe Benefits:	
	Including COLA 1 and 2	$ 41,941.00
4.	Tuition:	
	Staff university training fees	$ 11,900.00
5.	Curriculum Development:	
	Expenses incurred in the development of materials and curriculum workshops	$ 9,737.00
6.	Supplies:	
	Textbooks, library resource materials and instructional supplies (these funds are divided between the Basic and the Training Budgets on Chart 3)	$ 11,023.00
7.	Travel:	
	Conferences, local fares and cultural activities admissions; telephone costs	$ 2,595.00
		$187,962.00
8.	Indirect Costs: Seven and two-tenths percent of the total +	13,533.26 (7.2%)
	TOTAL	$201,495.26

Stated Program Goals and Objectives

The George Wingate Integrated Bilingual Career Education Program was designed to offer bilingual instruction and supportive services for participating students with the aim of integrating them into the mainstream at the earliest possible date, while building their self-esteem and sense of cultural heritage. To this end, the program stated the following objectives:

* To enable French/Creole speaking students of limited English speaking ability to acquire increased knowledge of their academic subjects;
* To enable French/Creole speaking students of limited English speaking ability to significantly improve their English language skills;
* To demonstrate improvement in French language skills among these students;
* To achieve mastery of career oriented work skills;
* To demonstrate significant improvement in self-esteem and positive linguistic and cultural image.

Instructional Program

The bilingual program included grade levels 9 through 12 taught in ungraded groups emphasizing individual instruction wherever possible. Participating students received instruction during the regular school day, starting at 8:10 AM and ending at 2:25 PM. Each class period lasted 40 minutes, for a total of five periods per course per week.

The bilingual program shares the methodological approach of the rest of the school concerning the importance of developing language skills as an integral part of content area instruction. This method was used in the bilingual classes as well as the mainstream courses.

English Instructional Program. English as a Second Language instruction was provided at six different levels of proficiency, including a transitional course prior to mainstreaming. Students participating in the program took one period of English as a Second Language daily as well as one period of English backup, for a total of ten 40 minute periods of English language instruction per week.

Participating students received instruction in physical education, art and music in English with the rest of the school population.

In addition to the classes aimed at developing English language skills, seventy senior students considered qualified by their teachers took several courses in the mainstream. These were courses required for graduation and for which there was no instructional material available in the native language.

The bilingual program had a policy of mainstreaming students gradually. Five of the 280 students in the program were mainstreamed during 1978-1979. Thirty-six graduated at the end of the year.

TABLE I — English Instructional Program
Wingate High School

Component	Register*	Periods	Criterion for Placement
ESL A	25/2	5	Required by program
ESL B	17/1	5	Required by program
ESL C	31/2	5	Required by program
ESL D	28/2	5	Required by program
ESL E	32/2	5	Required by program
Transitional			
English 1	42/4	5	Student ability
2	11/1	5	Student ability
English backup	280(Total)	5	Required by program
Mathematics	70 "	5	Required for graduation
Social Studies	70 "	5	Required for graduation
Science	70 "	5	Required for graduation

*Register/number of classes

French/Creole Instructional Program. Each of the content area classes listed in the table below were taught five periods per week. The Regents curriculum was used for all the classes and was supplemented with materials developed in the native language by the staff. All materials used in the classroom were appropriate to the students' native language. French/Creole was the language of instruction employed during

the greater part of class time. The remainder of the materials consisted of English translations and content summaries. In each case one teacher was in charge of instruction, assisted by one paraprofessional. The class registers varied from 22 to 42 students, averaging a student/teacher ratio of 30 to 1 in most classes.

TABLE 2 French/Creole Instructional Program
Wingate H.S. Bilingual Program

Component		Register*	Periods	Native Lang. Used	Teacners	**Paras
Native Language Arts	6	78/3	5	100%	1/class	
	7	40/2	5	100%	1/class	
	8	17/1	5	100%	1/class	
Literature		12/1	5	100%		
Mathematics		143/5	5	80%	1/class	1/class
Science:						
Biology		54/2	5	75%	1/class	1/class
General		59/2	5	80%	1/class	1/class
Social Studies:						
Western History		110/4	5	70-80%	1/class	1/class
American History		23/1	5	60%	1/class	1/class

* Register/number of classes

** The total number of teachers was five, plus two paraprofessionals. Clearly, then, each of them was responsible for several different content area classes and NLA classes.

Curriculum Development

Under funding from Title VII, the staff of the George Wingate High School bilingual program developed curriculum materials appropriate to the students' native language in order to supplement the Regents curriculum. Stress was placed on providing individualized learning packets aimed at allowing the student to proceed at his or her own pace.

No materials developed by other Title VII French/Creole bilingual programs were used for classroom instruction.

The materials developed in French/Creole covered the content areas listed below. Samples of the individualized packets are attached in the appendix of this report.

* General Science (1 & 2)
* Biology (1 & 2)

* American Studies
* Western Civilization (1 & 2)
* Economics
* Mathematics (Basic, Pre-Algebra, Algebra 1 & 2)

The illustrated General Science book prepared by the staff under the supervision of the project director was to be completed for publication during the summer of 1979.

Supportive Services

Providing supportive services to students participating in the bilingual program was considered an integral part of bolstering their self-image and strengthening the effects of the instructional component. Supportive services made available by the program included the following:

* Home visits and phone calls;
* Individual and group guidance;
* Tutoring and follow-up services.

Home visits. Visits were made by the family associate and guidance counselor to one hundred and fifty homes selected by teacher and counselor referral. In fifteen of those cases, the visits were related to truancy and discipline problems. The balance of the visits concerned schoolwork and the students' general scholastic and cultural adjustment problems. The curriculum developer and counselor also made 200 phone calls during the 1978 / '79 school year, with the purpose of keeping parents of bilingual students abreast of their children's progress in school.

In those instances where home visits and phone contacts were not possible, letters were sent to the parents.

Guidance. Group and individual guidance was offered on school premises for all students participating in the bilingual program. The guidance counselor and one paraprofessional were responsible for guidance activities under Title VII funding. Typically, such guidance provided assistance in the following areas:

* Program planning (twice yearly);
* College and job counseling;
* College and job application procedures;
* Letters of recommendation.

Tutoring and Follow-up. Title I funds provided for an after-school peer tutoring program in order to assist students in content area studies

where they manifested difficulties. Haitian bilingual students were paid to tutor, thereby providing native language as well as English Language assistance.

Follow-up services were made available to all students mainstreamed from the bilingual program. These services included the entire array of supportive services provided for students still in the program, including the tutoring program.

Staff Development

The entire staff of Title VII personnel and teachers participated in staff development activities through university coursework and/or inservice training sessions.

University training. With the goal of achieving the "vertical and lateral improvement" of the staff, all of the teachers serving as instructors for the bilingual program were allowed to take up to six credits per semester of university courses appropriate to their individual area of bilingual education. Two of these teachers earned their Master's degrees, one was enrolled in a pre-doctoral program, and the remainder were taking courses towards completion of their Master's in bilingual education.

The paraprofessionals were enrolled in courses required for completion of their bachelor of arts degrees, and the bilingual secretary earned her Master's in Education during 1978-1979.

The universities attended by staff members for the above-mentioned purpose included the following: New York University, Columbia University, The New School, CUNY, and Hofstra University.

Inservice training. Inservice training took place in the form of weekly workshops focussed primarily on the development and articulation of curriculum materials. All of the Title VII funded personnel participated in these workshops and each was in charge of a particular aspect of the production of materials, from design and writing to typing, proofreading and final editing. A writing consultant was hired through Title VII funds to organize the graphic presentation and writing of the materials developed.

Workshops were held on site twice each semester with the goal of

training paraprofessionals in following areas:

* Small group instruction techniques;
* Use of audiovisual equipment in the classroom;
* Career and college counseling methods.

Meetings. The Title VII staff met monthly with the project director to discuss work in progress and to articulate the administration of the program. Additionally, monthly informational meetings were held for the paraprofessionals.

With the goal of improving human relations, three teachers met weekly with the project director to learn techniques for improving student and community relations.

Symposia and Conferences. Twice yearly, teachers and paraprofessionals participated in school-wide faculty and professional conferences on educational methodology with the objective of improving instructional techniques and encouraging the integration of the bilingual staff with the rest of the school faculty.

George Wingate High School sponsored a conference in December of 1978 entitled "Educating the Haitian Child". The conference, at which the bilingual program director was in charge of workshops, was attended by 200 members of the community, representatives of the New York State Board of Education, faculty and students.

Other conferences and symposia attended by Title VII personnel included; SABE; TESL; NYSALT; NABE; Title VII Management Conference; Title VII workshop on proposal writing; Chapter 720 workshops on proposal writing; and State Bilingual Education Department training sessions.

Parental Involvement

Formal parent participation in the Wingate High School bilingual program consisted of monthly meetings of ten parents, students and faculty members who constituted the Parent Advisory Committee. The PAC meetings were announced in advance in the local Haitian press.

The Parent Advisory Committee meetings served as a forum for parent input towards formulation of program policies and their implementation.

In addition to the PAC meetings, two staff members visited thirty-five homes with the express purpose of encouraging parents to participate

in school-sponsored bilingual activities. Such activities included the celebration of Haitian Flag Day and Haitian Discovery Day as well as trips to historical sites and museums in the city of New York. All parents were invited to attend Open School Day and Evening which was held once a semester.

Due to budget cuts, no parent education classes were funded by Title VII. However, parents did receive assistance from the staff when job applications and recommendations made such help necessary.

Community Relations

School cultural activities sponsored by the bilingual program were announced in the local Haitian newspaper Haiti Observateur and were open to the community. In addition, the student magazine Kayé was mailed to other city schools with Haitian programs with the objective of informing the city-wide Haitian community of the activities sponsored at Wingate High School.

The bilingual program furthermore maintained a collaborative relationship with community organizations including the Crown Heights Neighborhood Action Program and the Haitian Social Center.

Extracurricular Activities

In response to student interest, the bilingual program sponsored several extracurricular activities in addition to those available through the rest of the school.

With staff sponsorship, the Haitian students served by the bilingual program organized a soccer and volleyball team. Title VII funds also made it possible for the students to be trained by an artistic consultant for a song and dance festival which they performed for the rest of the school and local community members.

In addition to those activities aimed at enhancing the student's cultural self-image, program participants were encouraged to get a taste of American cultural life. A program of special admissions to Broadway shows was established with this purpose in mind.

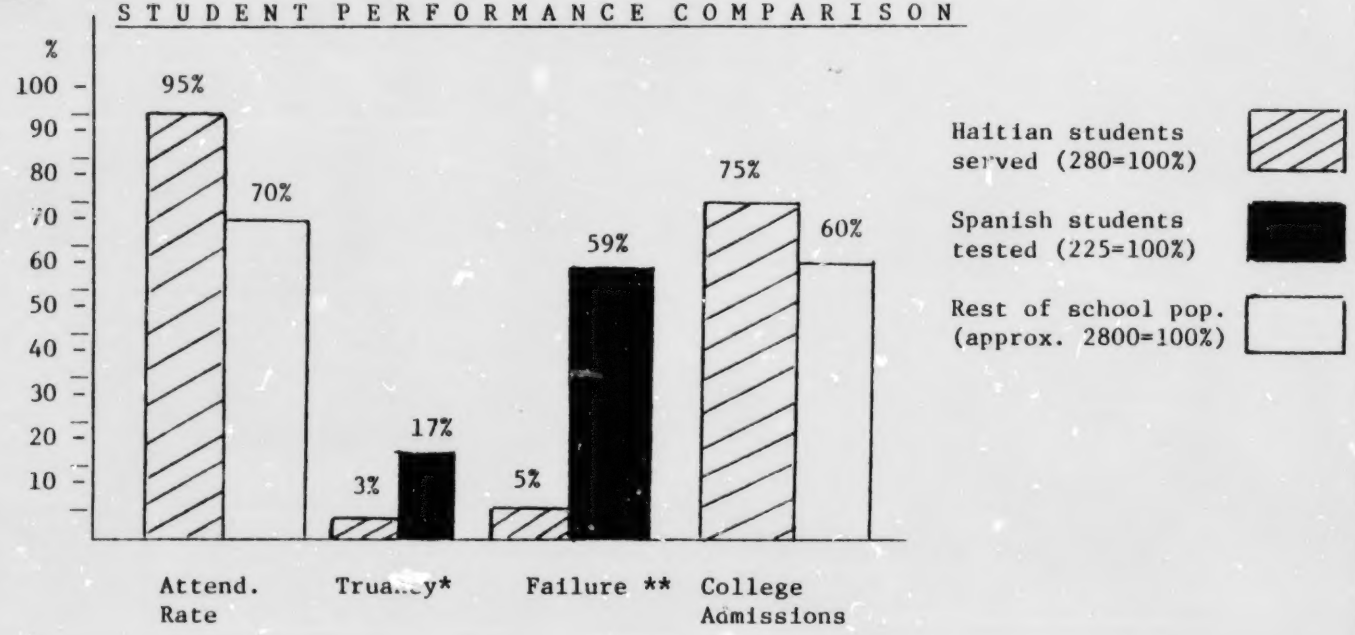
Student Responses

Student response to the bilingual program can be probed through means other than their participation in extracurricular activities. Although the subjective nature of the indicators is recognized, it is felt that a study of truancy, attendance and college admissions patterns among the students served by the program provides a glimpse of student enthusiasm, or lack of it, for the services they are receiving.

The bar graph on the next page provides a clue to student response. Information was not available for a time study of the Haitian students' performance patterns before and after participation in the program. We therefore used the rest of the school population and the Hispanic students not served by a Title VII program as comparison groups. Figures used are close approximations, and were not available for all groups in all categories. We nonetheless feel that they are a useful approximation of the students' attitude towards school.

CHART 4

STUDENT PERFORMANCE COMPARISON



* Truancy: 15 or more days absent with no written excuse.

** Failure: Failure to function at grade level.

II. ASSESSMENT PROCEDURES AND INSTRUMENTS

Students were assessed in English language development, reading (in English and French), native language arts, and in the content areas of mathematics, science and social studies. In addition, information was collected on the students' attendance rates as compared to the school wide rate. The following are the areas assessed and instruments used:

English as a Second Language	-Criterion Referenced English Syntax Test (CREST): Levels I, II, and III
Reading in English	-Stanford Achievement Test (SAT), Level III, Form B
Reading in French	-SRA Test de Lecture, Level II, Form CF
Mathematics	-Uniform examinations
Science	-Uniform examinations
Social Studies	-Uniform examinations
Native Language Arts	-Uniform examinations
Attendance	-School and program records

The following analyses were performed:

a) On pre-post standardized tests in reading in English and French, correlated t tests were performed. This analysis demonstrates whether there is a significant difference between mean raw scores generated at two points in time for students with matched pre-post scores. It does not represent an estimate of how students would have done in the absence of the program. No such estimate could be made because of the inapplicability of the norms for this population and the unavailability of an appropriate comparison group.

Test administration: October, 1978 and May, 1979.

b) On the Criterion Referenced English Syntax Test (CREST), information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels.

Test administration: Ongoing

c) The results of the criterion referenced tests are reported in terms of the number and percent of students achieving the criterion levels set for program participants.

Test administration: Post-test only, December, 1978 and June, 1979.

III. FINDINGS

Summary

1. On the CREST, students in all grades showed substantial gains in the number of skills mastered, with the students in the lower grades attempting more objectives than those in the upper grades (16.5 objectives attempted, compared to 9.9). As a result, students in 9th and 10th grade tended to master more objectives than did the 11th and 12th graders (although in no case did they exceed the achievement of the upper grades by 2 objectives). Ninth graders mastered an average of 9.7 objectives, while 11th graders mastered an average of 7.7. Nevertheless, the 12th grade students tended to master proportionately more of the objectives (80%) than did the 9th graders (58%).

The test data indicate that students tended to work on levels of increasing difficulty as their grade level increased. This would suggest that the increasing levels of difficulty of the CREST may influence the rate at which objectives are mastered.

2. In the area of reading achievement in English, as measured by the SAT, relatively small numbers of students were reported as having taken the test. None of these groups (as reported) made significant gains from pre- to post-test. Negative or small gains, and the low correlations for pre- and post-test scores raise questions about the reliability of the test used. It should be noted that the SAT was developed for monolingual English speakers, and may be of questionable validity and reliability for these students. It is also suggested that the conditions of testing and recording of test data be examined (see Recommendations). In summary, according to the reported outcomes, the students did not achieve the program objective for growth in this area.

3. In the area of reading in the native language, matched pre- and post-test results were reported only for small numbers of students. Correlations for pre-post scores were negative in one case out of four, and low in another. Similarly, the 9th graders showed negative gains from pre- to post-test, and the 11th and 12th graders made 3 point gains. Only in the case of the 10th graders was the growth from pre- to post-test significant at the .05 level. In other words, only this group of students met the program objective for growth in reading in French.

The negative or small gains reported and the low or negative correlations of pre- and post-test scores indicate that, as in the case of English reading, this instrument may not be reliable for this student population. The test de Lecture may be inappropriate for native speakers of Creole, whose knowledge of French may vary by subject area (see Recommendations).

4. In mathematics, science, social studies and native language arts (NLA), the program-set criterion for success was that 70% of the students enrolled would pass program-developed uniform examination in these areas of instruction. Referring to Table 7, there was a slight tendency for achievement to improve with grade level. A summary by content area follows:

a) In mathematics, 3 out of 8 groups of students exceeded the 70% passing rate, while 2 more groups came within 3 points of achieving it. There was no clear tendency for the percentage of mastery to increase with grade level, although the number of students enrolled in mathematics classes decreased.

b) In science, 6 out of 8 groups of students met the program's criterion for mastery of this objective, and one other group of students fell less than 2 points below the 70% level. In this case, achievement did appear to increase with grade level.

c) In social studies, 6 out of 8 groups achieved the 70% passing level, while the remaining 2 groups fell 6 points below.

d) In the area of native language arts, all 8 groups of students achieved rates of passing which exceeded the criterion level.

With the partial exception of performance in mathematics, bilingual students met the objective set for achievement in the content areas and native language arts.

5. Attendance figures indicated that bilingual students in all grades had attendance rates which ranged from 12.9 to 19.6 points higher than the schoolwide attendance rate.

The following tables contain a full presentation of student outcomes and interpretations of the data.

TABLE 3

English as a Second Language

for Creole Language Students

Results of the Criterion Referenced English Syntax Test (CREST) Reporting the Number of Objectives Mastered, Percent Mastered, and Objectives Mastered Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment	Objectives Mastered Per Month
9	56	16.5	9.7	58%	6.9	1.4
10	45	12.4	8.5	68%	7.8	1.1
11	19	11.8	7.7	65%	8.0	1.0
12	11	9.9	7.9	80%	8.0	1.0
Totals	131	13.9	8.8	64%	7.5	1.2

Table 3 presents the results of the Criterion Referenced English Syntax Test (CREST) for the ESL students. All grade levels show substantial gains in the number of skills mastered as demonstrated by the Average Number of Objectives Mastered which was 8.8 overall. The two lower grades, however, show a considerably higher average number of objectives mastered (9.7 for the 9th grade and 8.5 for the 10th) than the uppper two grades (7.7 for the 11th; 7.9 for the 12th). The 9th and 10th grades are mastering more skills. This is further demonstrated in the category Objectives Mastered Per Month which progressively decreases from a high of 1.4 in the 9th grade to a low of 1.0 in the 12th grade. But the upper grades show higher percentages of objectives mastered to objectives attempted, since they, on the average, attempted fewer objectives than the lower grades. While a number of hypotheses could be postulated to explain these differences, one possible explanation that could be reached from reading the Table which presents a breakdown by test level. It appears that students at the lower grades were attempting objectives at the lower levels (Levels I and II) of the CREST sequence, while upper grade students were attempting objectives at the upper levels (Level II and III). It may be that differing difficulty levels among the CREST levels will result in differential rate of objective acquisition.

TABLE 4

English as a Second Language

for Creole Language Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

		LEVEL I			LEVEL II			LEVEL III		
Grade	# of Students	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	56	559	304	54%	225	156	69%	141	81	57%
10	45	78	39	50%	126	106	84%	356	236	66%
11	19	11	4	36%	28	20	71%	186	123	66%
12	11	1	1	100%	-	-		108	86	80%
Totals	131	649	348	54%	379	282	74%	791	526	66%

TABLE 5

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement on the Stanford Reading Achievement Test, Level III, Form B.

Grade	No.	Pre-test Mean	Pre-test S.D.	Post-test Mean	Post-test S.D.	Mean Diff.	Corr. (Init.-Final)	SEmd	t	p
9th	24	No Data		55.71						
10th	6	75.50	15.86	73.00	19.85	-2.50	.847	4.740	.527	NS
	28	No Data		75.61						
11th	19	83.63	15.19	79.05	18.48	-4.58	.063	5.460	.839	NS
	4	No Data		71.50						
12th	6	77.33	15.59	81.50	10.00	4.17	.486	6.193	.673	NS
	3	No Data		92.00						

As can be seen from the above table, only the 12th grade achieved a gain in English reading achievement from initial to final testing of some four points. This mean gain was not statistically significant. The 10th and 11th grades showed losses in reading achievement of almost three and and five points respectively. The achievement at initial test time ranged from almost 76 at the 10th grade to almost 84 at the 11th grade. The achievement at final test time ranged from 73 at the 10th grade to almost 82 at the 12th grade. It should be noted that, of those students who did not have initial test data available, at final test time the 10th and 12th grades achieved almost three points and almost eleven points higher than their counterparts with complete data.

The negative gains and low pre-post test correlations make interpretation of student performance difficult in this area. These findings raise questions about the reliability of the SAT for this group of students, and/or about irregularities in the administration of the test (see Recommendations). Discussions with project staff suggest that these erratic results may be attributable to inconsistent testing conditions at pre and post-testing times and negative attitudes of students towards the test.

TABLE 6

Native Language Reading

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Reading in French, on the Test de Lecture, Total Reading, Level II

Grade	No.	Initial Mean	S.D.	Final Mean	S.D.	Mean Diff.	Corr. (Init.-Final)	SEmd	t	p
9th	5	64.00	26.00	56.60	10.82	-7.40	-.101	14.179	.522	NS
	30	No Data		66.43						
10th	5	61.00	11.92	75.80	13.08	14.80	.436	6.60	2.242	.05
	30	No Data		74.07						
11th	19	81.63	17.56	84.84	13.71	3.21	.758	2.702	1.188	NS
	8	No Data		73.50						
12th	8	93.50	13.32	96.25	9.43	3.25	.663	3.905	.704	NS
	6	No Data		87.00						

As can be seen from the above table, three of the four grades made gains in native language reading achievement from initial to final testing. However, only the gain at the 10th grade was statistically significant. The mean gains were some three points for the 11th and 12th grades, and almost 15 points for the 10th grade. The achievement at initial test time ranged from 61 at the 10th grade to almost 94 at the 12th grade. At final test time, the achievement ranged from almost 57 at the 9th grade to 96 at the 12th grade. It should be noted that for those students who did not have initial test data available, the 9th graders achieved almost ten points more than their counterparts with complete data. For the remaining grades the achievement was lower than their counterparts with complete data, ranging from almost two points at the 10th grade to eleven points at the 11th grade.

The negative or low gains made from pre- to post-test, the low or negative pre-post correlations, and the erratic differences in performance between grades suggest that either the Test de Lecture may not be a reliable instrument for this group of students, and the outcomes should be interpreted with caution; and/or that the conditions during test administration were less than optimal, resulting in spurious results.

TABLE 7

Achievement In The Content Areas

Comparison of Final Examinations Passed Fall 1978 and Spring 1979

Subject	FALL No.	FALL Number Passing	FALL Percent Passing	SPRING No.	SPRING Number Passing	SPRING Percent Passing
			Ninth Grade			
Mathematics	32	19	59.4	54	36	66.7
Science	30	22	73.3	33	17	51.5
Social Studies	15	15	100.0	58	37	63.8
NLA	31	28	90.3	57	41	71.9
			Tenth Grade			
Mathematics	36	31	86.1	29	16	55.1
Science	37	31	83.8	32	24	75.0
Social Studies	31	29	93.5	38	31	81.6
NLA	42	40	95.0	51	40	78.4
			Eleventh Grade			
Mathematics	19	13	68.4	19	14	73.7
Science	18	15	83.3	22	15	68.1
Social Studies	19	19	100.0	14	9	64.3
NLA	16	16	100.0	19	19	100.0
			Twelfth Grade			
Mathematics	8	4	50.0	10	10	100.0
Science	15	14	93.3	13	11	84.6
Social Studies	10	9	90.0	9	9	100.0
NLA	6	6	100.0	6	6	100.0

The objective set by the program was that 70% of the students enrolled in content area classes would pass examinations in those areas. If we examine student performance by grade, the results are as follows:

Ninth graders: 4 out of 8 groups achieved more than 70% passing.

Tenth graders: 7 out of 8 groups met the criterion level.

Eleventh graders: 5 out of 8 groups met the criterion level; 2 close to 70%.

Twelfth graders: 7 out of 8 groups achieved more than 70% passing.

As may be seen, there is a slight tendency for achievement to improve with grade level.

Differential rates of student achievement may be seen if the results are tabulated by subject area, as follows:

Mathematics: 3 out of 8 groups exceeded the 70% passing rate; 2 more groups came close. There was no clear tendency for mastery to increase with grade level. Performance was poorest in this area.

Science: 6 out of 8 groups of students met the program's criterion for mastery of this objective. Another group fell close to the 70% level. In this case, achievement did appear to increase with grade level.

Social Studies: 6 out of 8 groups achieved the 70% passing level, while the remaining 2 groups fell 6 points below it.

Native Language Arts: All 8 groups of students achieved rates of passing which exceeded the criterion level.

In all subjects, the number of students enrolled tended to decrease as the grade level increased.

The above results indicate that students at Wingate experienced the most difficulty with mathematics. However, with the partial exception of performance in math, the bilingual students met the objective set for achievement in the content areas and in Native Language Arts.

TABLE 8

Attendance

Attendance Percentages of Program Students, Compared to the School-Wide Attendance Rate.

Grade	Attendance Rate, Program Students	Attendance Rate, Total School	Percentage Difference
9th	90.8	75.0	15.8
10th	94.6	75.0	19.6
11th	92.9	75.0	12.9
12th	90.4	75.0	15.4

As can be seen from the above table, the attendance rate of program students was higher than that of the school as a whole. The average percentage of attendance ranged from about 90 at the 9th and 12th grades to 94.6 at the 10th grade, resulting in a percentage difference which ranged from 12.9% at the 11th grade to 19.6% at the 10th grade in favor of the program students.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions: Key personnel were interviewed concerning program operations. Observation of the staff's activities and interaction with students were made on the premises by the evaluator. The staff was found to be a dedicated team of educators with a strong commitment to improving bilingual education and complementary services offered Haitian students. The staff was conscientious with regard to maintaining records for program students and supportive in its dealings with the students on a personal level.

Morale among both staff members and students was bolstered by the noteworthy fact that the 1979 graduating class valedictorian and salutatorian were members of the Title VII bilingual program. The high proportion of bilingual students who went on to two- and four-year colleges was felt to represent a significant gain over previous patterns among young Haitian-Americans who, suffering the consequences of cultural and linguistic shock, had shown a marked tendency to drop out of school after repeated failures.

Students interviewed thought that the bilingual program had enabled them to continue with education and careers which would otherwise have been closed to them.

Due to budget cuts, the staff was found to be overworked. The crucial role counseling services play in bilingual programs is well known. The counselor's responsibilities in this case were particularly strenuous given the program's role in providing de facto supportive services for non-program students of Haitian extraction.

Considerable energy was expended in developing materials appropriate to the native language in order to supplement content area textbooks. Samples of the packets are attached to this report. There was still insufficient material in French/Creole however, especially in the case of courses required for senior students (see English Instructional Program, pg. 7).

Although the program is transitional in nature and materials development properly emphasized such deficiency areas as mathematics, it is felt that the program still falls short of providing all the coursework materials required in the native language.

Recommendations: The evaluator found the program to have been responsive to previous recommendations. In addition to the French/Creole materials developed during the year, the program implemented a thorough inservice training program.

In light of the above conclusions, the evaluator recommends that the program be recycled with the implementation of the following suggestions.

1. The evaluator feels that it would be mutually beneficial to Wingate High School and other schools with French/Creole bilingual programs to articulate materials developed in the native language. The would simultaneously enrich the various Title VII instructional programs and facilitate a division of labor in the area of curriculum development which would speed the process of acquiring the most complete native language curriculum possible.
2. Due to shortage of funds, there was insufficient paraprofessional personnel. In view of the large class registers, it is felt that additional funding for classroom assistants is vital for maintaining a high quality academic program.
3. The counselor and family liaison were remarkably effective in achieving a high attendance rate and academic motivation among program participants. Given the large number of students they serve and the difficulties faced in involving parents in the program, additional supportive personnel would facilitate the task. An adult education class would furthermore enhance the social integration of both students and their parents.
4. In view of the substantial responsibilities he has taken on in coordinating the bilingual program, and in recognition of the special problems involved in its administration, the evaluator feels that the project director would function with greater efficiency were he to have supervisory authority over the teaching staff involved in all aspects of the program.

5. While the students served by the program generally met the program criteria for achievement in the content areas, the reported outcomes of standardized tests of reading in English and French raise a number of questions. It is recommended that the reliability and validity of these instruments be reassessed in terms of the characteristics of the students being tested. It is also recommended that greater care be taken to insure that the testing situation conforms to acceptable, controlled testing conditions recommended by the publishers.
6. In general, the evaluator feels that the staff of the bilingual program has done a commendable job. The bilingual program was understaffed and underfunded. As it is, not all French/Creole students who would benefit from a bilingual instructional program were served. The situation will be aggravated by the new influx of Haitian children previously served by the South Shore bilingual program. The evaluator feels that additional funds are required to maintain and expand the present program.

V. APPENDIX

GEORGE W. WINGATE HIGH SCHOOL
Dr. Robert L. Schain, Principal

MEMORANDUM

Date: March 22, 1979

To: Mr. George Adamovich, LAU Coordinator
Mr. Nathan Ehrlich, AP Supervision/English
Mrs. J. Halioua, ESL Coordinator
Mrs. E. Howard, Reading Coordinator
Mr. R. Metayer, Advisor-Haitian Club
Mr. Berger, English Teacher
Jean R. Darius, Council Member-Haitian Club
Wilhelm Rameau, President-Haitian Club
Antenor Vilceus, Council Member-Haitian Club

As a result of a number of meetings held between the above staff members and students the following guidelines were developed for a proposed course in Intensive English for LAU eligible students.

1. The course is to be designated ENG.

2. It is open to students who have met the following requirements:
   a) Recommendation by an ESL teacher.

   b) Student and parent must elect the course by signing a special designation form.

   c) Student must have attained a score at or above the 10th percentile on the LAB Test.

   d) Student must pass an interview in which the student may be asked to read a newspaper article or a passage from a grade-level work. The purpose of the interview is to verify the comprehension of written and spoken English.

3. ENG classes will be open to non-LAU eligible students on the basis of any other course offered in the English Department.

4. ENG classes will be established on grade levels for which there is sufficient number of students.

George Adamovich
George Adamovich
LAU Coordinator

pi
Approved: Robert L. Schain
Dr. Robert L. Schain
Principal

cc: Gloria M. Kaplan, Assistant Principal
Mr. N. Louis, AP Supervision/Foreign Language
Mr. P. Bruno, Guidance Counselor
Mr. H. Solovay, Program Coordinator

Haïti-Observateur

MEETING SUR L'ÉDUCATION À WINGATE HIGH SCHOOL

Les parents haïtiens à New York font l'éducation de leurs enfants dans des conditions particulièrement difficiles.

C'est ainsi que ce samedi 16 décembre, de 9 A.M. à 12 P.M. la direction du Wingate organise une journée de conférences autour de l'épineux problème de l'éducation des jeunes Haïtiens à New York.

Yves Déjean, éducateur et linguiste, qui, depuis de nombreuses années, se penche sur les problèmes de l'éducation prononcera une importante conférence: «Language identification», suivie de débats.

D'autres groupes de travail, avec des orateurs et spécialistes américains feront des exposés.

Il est important que parents, étudiants, leaders communautaires, et éducateurs participent à cette journée éducative dans cette quête constante des éléments de solution au devenir de la jeunesse.

Il est à noter qu'en mai dernier, Firmin Joseph, de ce journal, dans une série d'articles sous le thème: Crise dans les High Schools eut à souligner le drame de l'élève haïtien dans certaines écoles publiques de New York plus spécifiquement au Wingate High School à Brooklyn.

Pour l'année académique en cours, le centre d'accueil dénommée l'Académie, malheureusement mal orienté durant les années précédentes, a été supprimé. Le département de l'Education pour la ville de New York a aussi recruté quelques professeurs haïtiens pour cette institution où le tiers des écoliers sont d'origine haïtienne.

Nous pensons que ces réformes superficielles sont loin de s'attaquer à l'essence du problème.

Parents haïtiens, mobilisez-vous pour faire entendre vos voix aux prochains débats sur l'éducation de vos enfants.

Etudiants haïtiens, sortez de votre passivité, organisez-vous pour gagner cette bataille qui vous réserve des lendemains meilleurs.

Le rendez-vous pour le samedi 16 est au Wingate High School, Kingston et Winthrop Ave, à Brooklyn de 9 A.M. à 12 P.M.

Amendaments A la Constitution (1791)

1er Amendement: Liberté de religion
d'expression
de la presse
Droit de pétition
d'assemblée

2ème Amendement: Droit de posséder des armes à feu. Ce droit a été modifié dans la plupart des états.

4ème Amendement: Limites au droit de perquisition
Limites au droit d'arrestation

5ème Amendement: Aucune personne ne peut être jugée pour un crime important avant qu'un jury d'accusation n'ait considéré son cas et donné l'ordre de la passer en jugement. Un citoyen ne peut être jugé deux fois pour le même crime. L'accusé ne peut être forcé de témoigner contre lui-même. Aucune personne ne peut être privée de sa vie, de sa liberté ou de ses biens sauf par moyens légaux(due process)

6ème Amendement: L'accusé a droit à: Un jugement rapide et public par un jury; tous les renseignements à propos de l'accusations; la présence le l'accusé au tribunal; l'assistance du gouvernement pour lui trouver des témoins bienveillants; un avocat pour sa défense.

Amendments to the Constitution (1791)

1st Amendment: Freedom of religion
of speech
of the press
Right to petition
to assemble

2nd Amendment: Right to possess guns. This right has been modified in most states.

4th Amendment: Limits on the right of search
Limits on the right of arrest

5th Amendment: Person cannot be tried for an important crime until a grand jury has considered his case and ordered a trial to be held.

Citizen cannot be tried twice for the same crime.

Accused person cannot be forced to testify against himself.

Person cannot be deprived of life, liberty, or property except by due process, (or lawful means).

6th Amendment: Accused person has a right to: a speedy, public trial by jury; information about the accusation; personal

Suite -

AMENDEMENTS DE LA GUERRE CIVILE:

13ème Amendement: (1865 L'esclavage est interdit. Le Congrès a le pouvoir de faire respecter l'abolition de l'esclavage.

14ème Amendement: (1868) Tous les citoyens ont la garantie de protection égale sous la loi.
Si le droit de vote est refusé à certains citoyens (c'est-à-dire les esclaves récemment libérés), le nombre de représentants pour cet état peut en être réduit. (Se Congres n'a jamais mis cette menace en partique).

15ème Amendement: (1870) Aucun citoyen ne peut être refusé le droit de vote à cause de sa race ou couleur, ou parce qu'il était auparavent esclave.

. . . . . .

Continued -

appearance in court; government help in bringing favorable witness to court; a defense lawyer.

CIVIL WAR AMENDMENTS:

13th Amendment: (1865) Slavery is prohibied. Congress is given the power to enforce the abolicion of slavery.

14th Amendment: (1868) All citizens are guaranteed equal protection under the law.

If a state denies certain citizens the right to vote (meaning the newly freed slaves), that state's representation in Congress may be reduced. (However, Congress has never applied that threat).

15th Amendment: (1870) No citizen can be denied the right to vote because of his race, or color, or because he was formerly a slave.

AMERICAN STUDIES I

LE PACTE DU MAYFLOWER

Au nom de Dieu, amen. Nous, dont les noms sont soussignés, sujets loyaux de notre souverain Roi Jacques par la grâce de Dieu, de la Grande Bretagne, de France et d'Irlande, Roi, défenseur de la foi, etc.

Ayant entrepris, pour la gloire de Dieu, l'avancement de la foi chrétienne, l'honneur de notre Roi et de notre pays, un voyage pour fonder la première colonie dans le nord de la Virginie, de par ce document solennellement et mutuellement en présence de Dieu, et en presence les uns des autres, convenons et nous assemblons en un corps civil politique; pour préserver et maintenir notre ordre et poursuivre les fins déjà mentionnés, et en vertu de promulguer, constituer et formuler des lois, ordres, actes, constitutions et postes, justes et égaux, de temps en temps, quand il sera jugé juste et utile pour le bienfait général de la colonie: de par laquelle, nous promettons soumission et obéissance. En témoin duquel nous avons ci-dessous signé nos noms à Cap-Codd le 11 novembre de l'année du règne de notre souverain seigneur le dix-huitième Roi Jacques d'Angleterre, de France et d'Irlande et le cinquante-quatrième Roi d'Ecosse.

Anno: Domini 1620

Répondre par des phrases complètes:

1. Qui était le roi Jacques?
2. Qui a écrit le Pacte du Mayflower?
3. Pensez-vous que ce Pacte était important pour eux? Expliquer.
4. En quelle année et où ce pacte a-t-il été écrit?
5. Pourquoi ces colons ont-ils écrit ce pacte?
6. Pensez-vous que Dieu avait une grande importance parmi ces gens?
7. Ce pacte reflète-t-il des aspects démocratiques ou dictatoriaux?

Prepared by Reynald Metayer

Leçon: La "clause élastique" comment a-t-elle aide la Constitution a s'adapter au passage du temps?

On appelle l'Article I, Section 8 le "coeur de la Constitution." Cet article donne au gouvernement les grands pouvoirs dont il a besoin pour gouverner les Etats-Unis effectivement. Au cours des années depuis la mise en œuvre de la Constitution, il n'a pas été nécessaire d'ajouter beaucoup de pouvoirs à la liste originale.

Les auteurs de la Constitution ont essayé d'établir un système de souveraineté divisée, où le gouvernement fédéral devait contrôler les relations entre les états et les relations extérieures (avec les pays étrangers), tandis que les états contrôlaient les affaires locales. Cet arrangement résulta du fait que, pendant la période coloniale, les Américains s'étaient accoutumés à un système pareil.

Pour empêcher l'augmentation des pouvoirs du gouvernement central, les Pères Fondateurs ont créé un gouvernement fondé sur des "pouvoirs énumérés." Ceci voulait dire que les actions du gouvernement des États-Unis étaient limitées aux pouvoirs conférés spécifiquement dans la Constitution. Tous les autres pouvoirs restaient entre les mains des états.

Avec le passage du temps, les pouvoirs fédéraux ont augmenté suivant les besoins d'un pays en pleine croissance. Jusqu'à une période récente, on a accompli cette expansion par l'interprétation de la clause dite "élastique" (Article I, Section 8, Clause 18). Elle dit que le Congrès peut "faire toutes les lois qui seront nécessaires et convenables" pour mettre à exécution les pouvoirs mentionnés dans le document. Alors, précisément ce

Lesson: How has the "elastic clause" helped the Constitution adapt to changing times?

Article I, Section 8, has been called the "heart of the Constitution." It grants the federal government the great powers needed to govern the United States effectively. In the many years since the Constitution went into effect, it has been found necessary to add very few new powers to the original list.

The authors of the Constitution attempted to set up a system of divided sovereignty, in which the federal government controlled interstate relations (matters between states), as well as foreign policy, while the states controlled local affairs. This arrangement was probably a result of the fact that during the colonial period Americans had become used to a similar scheme.

To try to prevent an increase in the powers of the central government, the Founding Fathers created a federal government based on "enumerated powers." This meant that the actions of the government of the United States were restricted (limited) to the powers specifically granted in the Constitution. All other power remained in the hands of the states.

In the course of time, federal powers expanded with the needs of a growing country. Until recently, this was accomplished, in part, by interpretation of the so-called "elastic clause" (Article I, Section 8, Clause 18). This states that Congress may make all laws "necessary and proper" for putting into effect its stated powers. Just what "necessary and proper" meant was a matter of bitter dispute.

que signifiaient "nécessaires et convenables" était le sujet de discussions amères.

Ceux qui voulaient restreindre le pouvoir du gouvernement fédéral mettaient l'accent sur le mot "nécessaires." On les appelait "strict constructionists" parce qu'ils voulaient interpréter la Constitution au pied de la lettre (strictement), et ainsi, limiter le gouvernement fédéral aux pouvoirs énumérés ou prévus dans le document même. Ceux qui voulaient augmenter le pouvoir fédéral soulignaient le mot "proper." On les appelait les "loose constructionists" parce qu'ils voulaient permettre au gouvernement fédéral d'exercer des pouvoirs implicites dans le document. Les "loose constructionists" raisonnaient, par exemple, que le pouvoir énuméré de construire des routes postales suggère le droit de creuser des canaux.

Malgré toutes les possibilités de "tendre" la "clause élastique," le pouvoir fédéral fut limité, en principe du moins, aux domaines énoncés dans la Constitution. Selon le dixième amendement:

> Les pouvoirs qui ne sont pas délégués aux États-Unis par la Constitution, ni refusés par elle aux États, sont réservés aux états respectivement, ou au peuple.

La "clause élastique" a rendu possible l'expansion de la Constitution, pour l'adapter aux besoins changeants de la nation. Le vingtième siècle, surtout, a témoigné d'un grand accroissement du pouvoir fédéral. Voilà un thème pour une autre leçon!

Those who wished to restrain the power of the federal government emphasized the word "necessary." They were known as "strict constructionists," because they wished to interpret the Constitution strictly and so limit the federal government to the powers enumerated or specified in the document itself. Those who desired to expand federal power stressed the word "proper." They were known as "loose constructionists" because they wished to allow the federal government to exercise power implied in the document. Loose constructionists argued, for instance, that the enumerated power to build post roads implied the right to dig canals.

No matter how much the "elastic clause" might be stretched, federal power was theoretically limited to the purposes stated in the Constitution. According to the Tenth Amendment:

> The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

The "elastic clause" made it possible to expand the Constitution, in order to adapt it to the changing needs of the nation. The twentieth century, especially, has witnessed great growth of federal power. That, however, is another lesson.

Adapted from Bragdon, H., et al., History of a Free People, MacMillan Publishing Co., Inc., New York, 1973, Pp. 121, 123. Translated into French by Gloria Paret Lemme

Propos: Trouver des informations dans un passage, et en tirer les idées de l'auteur.

Quelques instructions: Ecrire des phrases complètes dans tous les exercices, dans votre cahier.

Mots clés: Définir les mots suivants, selon le passage.

a. souveraineté_____
b. pouvoirs énumérés_____
c. clause élastique_____
d. gouvernement fédéral_____

Discussion: Répondre aux questions suivantes, selon le passage que vous avez lu.

1. Pourquoi la Constitution a-t-elle établi un système de souveraineté divisée?

2. Pourquoi les pouvoirs du gouvernement fédéral ont-ils augmenté?

3. Quels sont les avantages d'une interprétation stricte de la Constitution?

4. Quels en sont les désavantages?

5. Quels sont les avantages d'une interprétation large de la Constitution?

6. Quels en sont les désavantages?

Implications du passage:

Nous sommes dans l'année 1791. Alexandre Hamilton propose la création d'une Banque Nationale. Il dit que le projet est constitutionnel. Thomas Jefferson dit qu'il ne l'est pas. Vous êtes Sénateur. Ecrire une lettre courte au peuple de votre état en leur expliquant comment vous allez voter (pour ou contre). Enumérer les raisons de votre décision dans un paragraphe.

Aim: To locate information in a passage and to be able to express the author's ideas.

Instructions: Use complete sentences in all the exercises. Write your answers in your notebook.

Key words: Define the following words, as they are used in the passage.

a. sovereignty_____
b. enumerated powers_____
c. elastic clause_____
d. federal government_____

Discussion: Answer the following questions, according to the passage you read.

1. Why did the Constitution set up a system of divided sovereignty?

2. Why did the powers of the federal government expand?

3. What are the advantages of a strict interpretation of the Constitution?

4. What are the disadvantages?

5. What are the advantages of a loose interpretation of the Constitution?

6. What are the disadvantages?

Implications of the passage:

It is the year 1791. Alexander Hamilton proposes the creation of a National Bank. He says it is constitutional. Jefferson says it is not. You are a Senator. Write a short letter to the people in your state and tell them how you will vote on the bill (for or against). State your reasons in 25 to 50 words.

Lesson prepared by Gloria Paret Lemme

GEORGE W. WINGATE HIGH SCHOOL

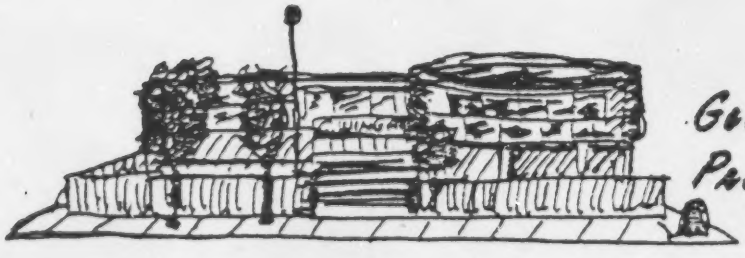
INTEGRATED BILINGUAL CAREER EDUCATION PROGRAM

JUNE 14, 1979 VOLUME I, No. 2

KAYÈ

Cahier du Departement des
Etudes Bilingues
de Wingate High School.

Dr. Robert Schain
Principal



George Adamovich
Project Director

ACTUALITÉS

Par-ci, Par-là...

Un article paru dans le journal parisien "France-Soir", raconte la visite à Paris d'un groupe d'étudiants du "Music and Art High School", situé à Manhattan. Ces étudiants, accompagnés de deux professeurs, avaient chacun économisé, tant bien que mal, pendant des semaines et des mois, la somme qui leur était nécéssaire pour le voyage et leurs dépenses personnelles.

Durant les vacances de Pâques, ce petit groupe de 26 personnes a été ravi des merveilles qu'ils ont vu à Paris, de l'acceuil qu'ils y ont reçu, et veulent y retourner pour un plus long séjour.

L'esprit de corps haïtien de Wingate peut aussi bien se mettre à faire des économies dès maintenant, pour faire d'un rêve une réalité. Comme on dit à New York: "Wait till Next Year!"

A R I S T A

ALAS! The school year is almost finished. Remember, that you'll have what you've gained. So, it is very important to study and prepare yourself. Some students don't understand that they should try their best. But some, such as the Arista members do.

After a hard year of work, the administration of Wingate High School had the honor of introducing the new Arista members. To be an Arista member, you should have an average of at least 85, and a good record. Some haitian students: Cayard Frank, Paul Garry, Jeune Marlene, Lubin May, Lamarre Marie became members on June 6, 1979. About fifty students are members of Arista. I hope there will be more Arista students next year. Remember that the reputation of a school depends on its students.

Jacques Darius

Nouveau Programme Bilingue

Le département des études bilingues de G. W. Wingate High School annonce qu'à partir de Septembre, 1979, il existera une section espagnole dispensant des cours de mathématiques, de sciences, de sciences sociales et de littérature aux élèves venant des pays de l'Amérique latine. Selon les mots du Dr. Schain, l'école tient à faire de son mieux pour satisfaire les élèves de langue espagnole qui ont tant souffert académiquement à cause de cette carence de cours bilingues.

Nous souhaitons bonne chance a ces etudiants.

Principal's Message

It is a pleasure for me to send this message to KAYE. Wingate High School is very proud of its Bilingual Program--- a program that has produced many excellent results. Many students in this program have been accepted by some of the leading colleges and universities; students in this program have been among the outstanding leaders of the school; a number of valedictorians and salutatorians of our recent graduating classes have come from the Bilingual Program. In fact, our Bilingual Program has been used as a model for similar programs in many other high schools.

This fine program has resulted from the involvement and participation of many people--- teachers, students, parents, community leaders and representatives from the Board of Education. We have developed many bilingual courses in the academic fields, career programs in several areas, and cultural activities that have been publicized all over New York City.

Of course, we will continue to improve this program in our effort to develop educational excellence at Wingate. With the continued cooperation of our fine students, the parents, faculty, and community members, we will certainly predict a great future for our Bilingual Program.

In this context, I commend the editors of KAYE for their efforts in producing this fine literary work which has involved so many students in this program.

Dr. Robert L. Schain

Parlons...

Au nom du personnel de notre Programme Bilingue et des professeurs bilingues, je voudrais souhaiter aux étudiants la bonne chance pour les examens de fin de semestre, ainsi que mes meilleurs voeux de bonnes vacances, joyeuses et saines.

Les résultats pour cette période d'évaluation ont déjà commencé à arriver. Je peux déjà voir qu'ils sont bons. Ces résultats sont le produit du travail diligent de la part des étudiants, professeurs et membres de l'administration, autant que du nouvel esprit de confiance et coopération que notre Programme Bilingue a fait naître au cours de cette année.

Je voudrais remercier aussi les parents, les membres de la communauté et le Club Haitien de l'appui qu'ils ont donné au programme.

Nous anticipons réussir le semestre prochain encore mieux qu'auparavant, et espérons recevoir souvent des nouvelles des nouveaux diplômés.

George Adamovich
Directeur des Etudes Bilingues

annonces

La Bibliothèque Municipale- "PUBLIC LIBRARY" de New York est une source infinie de renseignements, documentaires ainsi que de journeaux, enregistrements, illustrations, et cetera on en trouve dans presque tous les quartiers.

A Brooklyn, la bibliothèque centrale est située à Grand Army Plaza, au carrefour d'Eastern Parkway, et de Flatbush Avenue. La "Main Brooklyn Library" offre des sections qui vont de la maternelle à l'adulte, en passant par l'élémentaire, le junior et le high school. Cette bibliothèque possède aussi un grand nombre de livres écrits en français.

Les employés de la bibliothèque se font généralement un plaisir de vous aider à trouver ce que vous cherchez, malgré qu'ils soient souvent fort occupés.

On peut lire sur place. Cette bibliothèque est très grande, et on y trouve plusieurs endroits pour s'installer en toute paix.

Mais il est plus pratique d'obtenir une carte qui permet d'emprunter un ou plusieurs livres pour quelques jours. Pour cela il faut apporter une pièce d'identité et une preuve de résidence. Après deux ou trois semaines, durant lesquelles on a le droit d'emprunter 2 ou 3 livres - on reçoit une carte de bibliothèque, qui permet l'emprunt d'un nombre de livres illimité. LA SEULE RESTRICTION EST QU'IL FAUT ABSOLUMENT RAPPORTER LES LIVRES AVANT, OU AU JOUR DIT- SINON ON EST PASSIBLE D'UNE AMENDE POUR CHAQUE JOUR DE RETARD. Il faut donc aussi être responsable de son emprunt!

Excursion au Jardin Zoologique

Avec le retour du beau temps et l'approche des vacances d'été, nous songeons tous à passer des journées agréables au soleil et en plein air. Le Bronx Zoo est un endroit idéal à visiter avec ses amis. On peut y pique-niquer, visiter toutes sortes d'animaux exotiques, curieux amusants et même attendrissants. Si on a quelques dollars à dépenser, on peut se payer un voyage en "monorail" qui fait un court trajet par dessus les arbres, ou bien sur le petit train qui fait la navette en travers du parc.

Cette année, le zoo abrite un lionceau qui apprend son métier de roi des animaux, un ourson polaire dont les jeux patauds amusent les visiteurs. Il y a aussi la Maison des Reptiles, les Oiseaux Aquatiques, le Monde des Oiseaux et le Monde Nocturne.

Si vous désirez visiter le Bronx Zoo, allez-y plutôt un mardi, mercredi ou jeudi: c'est moins cher, et il y a moins de monde. Apportez aussi votre appareil photographique, et portez des souliers bien confortables, car vous aurez beaucoup d'endroits à visiter. Le zoo ferme à cinq heures, donc allez-y de bonne heure!

Le Bronx Zoo est situé à Pelham Bay et Southern Boulevard. Pour s'y rendre en train, prenez le IRT, train No.2 ou 5, direction Dyre Avenue/241st Street, et descendre à E. Tremont Ave.-177th St. Arrivés là, n'importe qui vous dirigera vers le zoo.

Amusez-vous bien!

SAVEZ-VOUS
Que....?

Les mathématiques vous donnent-elles du tracas? Ou bien, est-ce l'anglais, le français, l'histoire ou la biologie? N'importe! Si vous êtes un élève sérieux qui désire réussir à ses études, vous pouvez vous inscrire à notre programme d'étude.

En effet, avec l'aide de quelques-uns de vos camarades plus avancés, et sous la surveillance et tutelle des maîtres, vous pourrez étudier ou faire vos devoirs du soir avec le support compatissant d'une personne qui vous montrera comment résoudre un problème de math, d'anglais (ou autre matière)-et qui vous aidera à trouver les renseignements qui vous sont nécessaires.

Le programme d'étude commence à 2 heures 30 et se termine à 4 heures 30. Pour y participer, vous n'avez besoin que de vous y inscrire et de faire signer par un parent ou gardien, une feuille de permission.
S'adresser à la salle C119.
Bonne Chance!

Pour une Meilleure Evaluation des Carnets Scolaires

Pour résoudre le problème de l'évaluation des crédits haitiens dans le système scolaire, certains professeurs ont été délégués par le Bureau de l'Education de la cité de New York pour préparer une méthode d'évaluation qui servira de guide à toutes les écoles secondaires de l'état.

Les professeurs formant le comité sont: George Adamovich, Raynald Métayer, Jeanine Anas, Jean Pierre-Louis, Arnold Charles et Claire Cohen. Ils feront de leur mieux pour faciliter le travail des conseillers, mais aussi pour satisfaire la demande des parents et élèves haitiens d'une évaluation équitable.

KAYE LITTERAIRE

HAITI
by Marline Volney

Haiti is not just a country, it is an idea, little as it is, and whether one likes it or not.

Haiti, it must be recognized, has a special place in the History of the World. It is the second independent country in the Americas, continents which tolerated slavery and were hostile to the emergence of an independent state created by former slaves.

Haiti should be considered the BEST and has a lot of beautiful historical memories.

La Mort de Monsieur Bouillon

Nous vous annonçons avec infiniment de peine la triste nouvelle de la mort de Monsieur Bouillon, survenu le 3 Janvier à l'hôpital de la cuisine à 10 heures 30.

Nos condoléances - ses chers parents attristés par ce deuil. Ses enfants, Patate, Malanga, Militon, actuellement à New York, ses soeurs Mademoiselle Eau, Chaudière, Charbon, Piment, Cresson, Carottes, Pomme de Terre, actuellement au Canada, ses grand-parents, Assiettes, Cuillères, Fourchettes, Couteaux. Ses petits enfants, Epices, Viandes et Poivres.

Les funérailles de Monsieur Bouillon seront chantées cet après-midi à l'église de la cuisine. Le cadavre de Monsieur Bouillon sera exposé dès midi sur la table. Le convoi partira dès 1 heure et entrera au cimetière par la porte principale "la bouche" et descendra aux entrailles de la terre.

Rosemonde Thimoté

La Discipline Personnelle et la Volonté

Il serait inutile de parler de volonté sans nous entendre d' abord bien clairement sur ce qu'elle est. On dit souvent qu'une personne a de la volonté, lorsqu'on est amené à constater chez elle une certaine constance dans l'action, une persévérance remarquable dans une lutte parfois difficile contre les obstacles s'opposant à la réalisation d'un but longtemps poursuivi. Par exemple, c'est à force de volonté, dit-on, que l'étudiant réussit brillamment un examen. C'est à force de volonté que le jeune homme finit par obtenir la main de la jeune

(Suite a la Page 7)

JUPITER

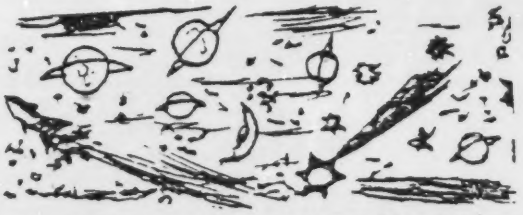
JUPITER (Suite)
Traduit du New York Times Magazine par la classe Francais 7 de la 8ème période. Monique Wagnac, chef du groupe.

Un astronaute atterrissant sur la planète gigantesque (Jupiter) serait collé à l'endroit par la force de sa pesanteur, qui lui donnera un poids de 300 kilos. D'ailleur l'atterrissage ne pourra jamais réussir puisque Jupiter n'a pas de surface solide. En dessous de ses nuages tourbillonnants il n'y a qu'une immense mer d'hydrogène liquéfié - chaude, rongeuse, destructive de toute vie.

Jupiter est formé principalement d'hydrogène, et d'hélium. On y trouve aussi du fer et des rochers, assez pour en faire plusieurs planètes Terre. Les matières rocheuses se touvent, probablement, amassées au centre de Jupiter, formant un noyau d'un diamètre de plusieurs milles milles. Si l'intérieur du noyau était visible, il serait semblable à la planète typique qui nous est connue. Cependant, le noyau est caché sous une couche épaisse d'hydrogène liquéfié se lie imperceptiblement à l'atmosphère épaisse de Jupiter.

Hors de l'hydrogène et l'hélium, l'atmosphère contient aussi quelques gaz nuisibles, comme l'ammoniac, le méthane et l'acétylène. L'eau s'y trouve aussi; dans l'atmosphère la plus basse où la température est élevée, elle est sous forme de vapeur; dans les hautes altitudes il y a condensation de l'eau en gouttelettes à cause de l'air plus frais.

Les nuages d'ammoniac forment la surface visible de Jupiter, ce sont ces nuages qui apparaissent dans les photos impressionantes de la planète, prises par les appareils photographiques de la fusée Voyageur.



Le trait le plus extraordinaire dans les photos de Jupiter est la Tache Rouge, un ovale orange-rouge, 15.000 milles de long et 8.000 milles de large, à peu près de même grandeur que l'océan Pacifique. Les photos révèlent des tourbillons près de la Tache Rouge, qui font penser que celle-ci soit un ouragan mammouth! Cependant, la Tache Rouge persiste depuis au moins trois cents ans, tandis que les ouragans et les orages sur notre planète s'affaiblissent et disparaissent après quelques jours parce que leur énergie est dispersée en turbulence dans l'air environant.

La Discipline Personnelle et la Volonté

(Suite)

fille qu'il aime alors que celle-ci se montrait réticente. Toutes ces choses peuvent être vraies. Mais on peut dire, dans la plupart des cas de ce genre, que l'action est soutenue par l'ambition de réussir.

Il y a donc lieu de faire une distinction entre un acte de volonté et un acte volontaire. On dit, par exemple qu'un enfant est volontaire lorsqu'il sait très bien ce qu'il veut, et qu'il s'arrange pour l'obtenir; mais les parents qui emploient ce qualificatif s'en servent comme d'un blâme - jamais avec une idée de louange ou d'admiration. Il ne manque pas de gens qui essaient de faire plier la volonté des autres devant la leur, mais rares sont ceux qui ont assez de force de caractère pour accepter eux mêmes un mode de vie qu'ils savent avantageux quoique ce dernier soit difficile ou agréable. Revenons à notre définition pour conclure ce que nous avons dit tout à l'heure sur la volonté: vouloir, c'est choisir consciemment et en connaissance non seulement de nous mêmes, mais de ceux envers lesquels nous sommes moins portés parce qu'elle nous oblige à nous oublier et de penser aux autres.

Jacqueline St Juste

Chers amis:

Les heures volent, les jours s'en vont et les semaines passent. Deja le semestre scolaire arrive à sa fin et il ne nous reste qu'à réfléchir sur notre travail scolaire, faire le bilan de ce semestre.

Demandez-vous, "Ai-je rien à me reprocher; ai-je pris mes études au sérieux; ai-je

empêché les autres de faire leur travail; mon attitude, à l'égard de mes professeurs, a-t-elle été réellement correcte? Combien de fois ai-je abandonné mes cours pour m'entraîner à l'école buissonnière?"

Amis, vous serez plus que nuls, si vous avez profité de vos heures de classe pour pavaner pendant que vos parents consentent de difficiles efforts pour vous assurer un meilleur avenir.

Prenez garde! Vous gaspillez leur courage. Peut-être vous vous dites, il est trop tard pour faire marche-arrière. Eh bien, non! Qui veut faire de son mieux, ne pense jamais à l'heure. Votre demain, où est-il? Sachez bien qu'il dépendra de ce que vous aurez fait aujourd'hui. Sachez que vous êtes le seul responsable de votre destin; on vous donne, on vous exige, mais personne ne pourra choisir pour vous.

Marie-Flore Berger

Poèmes

Hommage à la Liberté

Regarde! du feu sur la
montagne!
Où nos frères rougissent
par les flammes de leurs
torches,
Et accourent dans tous les
coins, villages et
campagnes,
Pour annoncer la nouvelle
aux voisins les plus
proches.
Vive le combat! Vive la
force et la liberté!
Adieu la misère; c'est la
nouveauté et la fierté.

Vivons sans crainte et sans
nos anciens maîtres
Qui nous enseignent leur
culture à coups de fouet.
Quelle bravoure ont déployé
nos héros et ancêtres,
Qui marchent, résistent
contre la force des
boulets.
Unissons-nous, mes frères,
pour combattre le
désespoir,
Car les vrais patriotes
progressent toujours
dans l'espoir.

Nicolas Saget

L'Amour me sourit!

Maintenant, l'amour me
sourit
Et il me sourira a jamais,
Non pas parce que je
l'aimais,
Mais parce qu'il a eu
l'envie.

L'amour est un sentiment
capiteux,
Il fait appel aux amoureux,
Qu'ils soient heureux
Ou trex malheureux.

L'amour m'avait oublie
Et m'avait aussi blesse,
J'avais tant peleure
Que j'ai failli te detester.

Il m'a tendu ses bras,
Il est la sur ma voie,
Il me fait entendre sa
douce voix,
Qui me reclame tout bas.

J'ai rencontre le grand
amour
Pour qui je voulais
mourir
Lorsqu'il me faisit transir
De pleurs, jusqu'a la fin
de mes jours.

Magdalena Thompson

O Douleurs de l'Amour

O douleurs de l'amour!
Comme vous m'êtes
nécessaires
Et comme vous m'êtes chères.
Mes yeux se ferment, remplis
de larmes imaginaires,
Mes mains se tendent sans
cesse vers le vide.

J'ai rêvé cette nuit de
paysages insensés
Et d'aventures dangereuses.
Aussi, c'est le signe de la
mort et de la vie
Et qui est celui de l'amour.

Au réveil, vous étiez encore
présentes,
O douleurs de l'amour!
Muse du désert, O Muse
exigeante!
Mon rire et ma joie se
cristallisent
Autour de vous.

Votre ventre rond provoque
mon rire et ma joie,
Aussi vos pieds et tous vos
gestes.

En vérité, comme vous êtes
Bien vetues et bien parees.
O douleurs de l'amour!
anges exigeants,
Voilà que je vous imagine
à la dimension même
De mon amour,
Et que je vous confonds
avec lui...

O douleurs de l'amour!
Vous que j'ai enfantees
une nuit,
Et vetues de pourpre,
Je vous confonds avec mon
amour,
Dont je n'ai connu les
apparences troublantes,
Les illusions profondes,
Les tourments accablants
et les echos lointains.

Gina Michel

Maman

Quel doux mot
Simplement prononcé
Il répond à mille questions
Que de peines, que de
douleurs
Trouve-t-on en ce grand mot
Et que d'affections, que de
bonheur
Nous apporte-t-il.

Qui n'a pas eu l'attention
d'une mère,
N'a jamais connu de vraies
joies.
Maman! C'est le cri de la
souffrance,
Le cri des entrailles
déchirées
Donnant vie à une progéni-
ture.
Maman: c'est tout.
C'est le mot qui résume le
passage
De la naissance à la mort;
Nom qu'on donne à toutes
celles

Qui ont le sens maternel.
Il fait chanter les coeurs
Et rend heureux le plus
infortuné.
En lui, on retrouve force
et espérance.
Appui des handicapés,
Compréhension et don de soi,
Vivent en son domaine,
Synonyme de douceur.
Il fait oublier les chagrins
Et accepte sans plaindre
Les vicissitudes de
l'existence.
Nul humain ne peut dire
"Etre satisfait" sans ce mot
Qui contient toutes les
sources de l'affection.

Marie-Flore Berger

Epreuve de ma vie

Fleur du mal! tu implores
ma misère,
Tu forces à empoisonner mon
bonheur.
Je trébuche contre les
attaques des vipères,
Comme les esclaves livrés
aux mains des navigateurs.
Je cours pour te racheter
de la cave aux lions,
Hélas! Ils m'arrêtent sur
ma route et font couler
mon sang.
N'es-tu pas rassasiée de
honte et d'aversion?
Tu éclores et ton parfum
n'attire que les méchants.
Les hommes au coeur noir
allument des flambeaux,
Et me poursuivent jour et
nuit, jusqu'à mon tombeau.
Et par l'hypocrisie ils
viennent fleurir ma
demeure.
Méfie-toi! car ceux qui
m'ont abattu ont vu aussi
tes pleurs,
Si à l'Angelus tu dégages
encore ton parfum,
Laissant à eux un profit
de chanter et de sonner
Le Libera des défunts.

Nicolas Saget

La Vieillesse

I

Comme tu es beau, mon noyer,
Et comme je suis jeune.
Mais, cette beauté et
jeunesse
Ne sont que temporaires.

II

Puisque l'homme â travers le
temps,
Est comme les plantes à
travers les saisons,
Qui, au printemps se
rajeunissent,
Pour y vieillir ou mourir
en hiver.

III

Quand je pense qu'un jour,
je vieillirai,
Et que je ne serai plus
capable de tenir cette
plume
Pour exprimer mes senti-
ments, que je ne serai
bon
Qu'à narrer des histoires.

IV

Je te maudis, oh egoiste
nature,
Qui nous a fait que pour
souffrir et vieillir.
Mais, hélas! Ma frayeur et
mes cris sont vains.
Le temps, tout comme les
saisons, viendra.

V

Je serai vieux et tu seras
laid.
Mes cheveux blanchiront
Tout comme tes feuilles
qui jaunisseront.
Et, ma peau recroquevillée
sur mes os desséchés
Sera aussi seche que ton
écorce.

Jacques Darius

La Trompeuse

Belle comme l'océan,
Tu m'attires vers le néant.
Depuis que tu fais semblant
de m'aimer,
Tu ne fais que m'entraîner
Tendrement au pire.
Tout en essayant de m'en-
gloutir.
Comme un accusé, tu me
donnes ma sentence,
Mais toujours par des
stances
D'amour. Et, comme un
innocent,
Tu suces mon sang.
Tu m'attires avec ta face
De douleur, à suivre ta
maudite trace.
Au diable! Fille de Satan,
Tu me trompes en me
témoignant
Un faux amour,
Dont j'en ai dégoût.
Mais, souviens-toi que le
mensonge
N'est qu'un dangereux songe.

Jacques Darius

Ma Douleur

Vivre sans réfléchir n'est
pas vivre.
Vivre sans agir n'est pas
vivre.
Seuls la sagesse et le courage
Peuvent nous aider à vaincre.

La souffrance, mère de tout
amour,
Mère de toute réussite, m'a
brisée.
Je n'ai connu que l'amertume
jusqu'à ce jour.
Pourquoi? Parce que j'ai
une vie.
Une vie si cruelle, que
parfois
Dans mes luttes, j'ai voulu
emprunter
Les ailes de la mort pour
aller vivre
Dans l'au-delà, loin de
toute ombre.
Je ne cesse de me complaindre,
Mais jamais Dieu n'a eu un
regard
Vers moi, vers ma douleur.
Mes soupirs s'en vont et me
reviennent
Avec le même écho.
Mes forces m'abandonnent et
je vacille.
Nulle lumière, sur ma face,
ne scintille,
Je n'aperçois autour de moi
qu'obscurité;
Parce que j'ai une vie
Et celle qui m'a donné cette
vie
Est partie, me laissant seule
Au milieu de mille obstacles.
Que faire? Je me sens
déprimée.

O Dieu, poussez ma mère vers
moi,
Qu'elle me tienne forte
Et que son ombre m'accompagne
Pas à pas tout le long de
mon chemin.

Marie-Flore Berger

SAGESSE Haitienne

Bourik travay pou choual galonnin.
(The donkey works and the horse gets the reward).

Il a battu les buissons, un
autre a pris les oisillons.
One beats the brush, and another catches the birds.

Solda ki pa la pèdi ransyon li.
(Absent soldier loses his share).

Qui va à la chasse perd sa place.
The absent are always to blame.

Parol dous pa monté mòn.
(Saying a soft word isn't as hard as having to climb over a mountain).

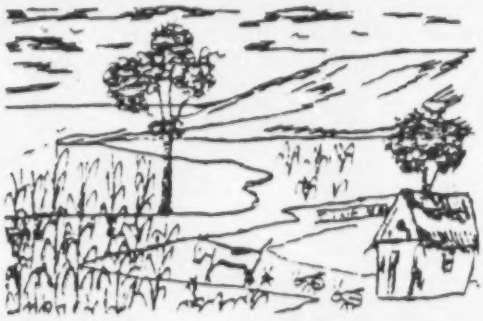
prepared by Michaelle
Auguste, New York State
Department of Education

HUMOUR

Rions un Peu

Sur le toit de Wingate, deux chats se rencontrent.
--Miaou! fait le premier.
--Mi Ha Ho Ha Ho! fait le second.
--Qu'est-ce que tu dis?
--Tais-toi! J'apprends le chinois.

Deux puces sortent du cinéma et il y en a une qui dit à l'autre:
--On rentre à pied ou on prend un chien?



Le Jeudi Saint, après la Cène, Judas embrasse Jésus et lui dit:
--Bon week-end!

Une femme coupée en deux menait une vie double. Avant d'être tuée, cette femme sans tête était allée en cachette chez le coiffeur.

Stanley Coulanges

ÍNÍON

Afè inion an sé youn lan pi gro problèm Ayisiin té kapab ginyin. Kontrèman ak déviz nou-an, "l'union fait la force." Nou gin plis tandans séparé pito. Anpil lan nou ap viré do bay kilti nou, é apré yo konprann ké yo sé youn bagay. Tout bagay sa yo sé gro problèm. Sé pou-n pran konsians pou nou kapab jouinn oun solision pou problèm sa yo. Piga nou konprann ké nou bon pas-ké nou jouinn tout sa nou bézouin. Fòk nou kapab ouè problèm sosial yo tou. Fòk nou bliè afè: "Chin manjé chin an." E fòk nou sispann di: "Zafè Bouki pa zafè Malis." Alò mouin souété ké nou mété tèt nou ansanm pou-n fè oun bagay.

Jacques Darius

Sagesse Haitienne

(Suite)

Douce parole n'écorche pas langue.
Soft words don't scorch the tongue.

Dérinèt

Anbaké blan
Débake milat
Si ou pa présé
Nèg anvai ou.

***

Ki koulè oun vòlè.

***

Yo voyé-m chaché oun doktè, doktè-a rivé anvan-m.

***

Manman-m ginyin toua pitit si youn pa la lòt dé yo pa kapab sèvi li.

Jean Lesly Cadet

Réponse pou Dérinèt

1. Plin
2. Maron
3. Kokoyé
4. Rôch di fé

-14-

END-TERM CALENDAR

Friday, June 15-City wide exams

Monday, June 18-Regents:
Soc.Stud.-9:15
Math. -1:15

Tuesday, June 19-Regents:
Eng. & Math. -9.15
Fr. & Sp.-1.15

Wednesday, June 20-Regents:
Phys,& Chem. -9.15
Sci. & Bio. -1:15

Monday, June 25-Graduation at Brooklyn College, by invitation only.

Tuesday, June 26-Official Cl. 8:10 - 9:00
Summer School Reg.8:30-10:00
(in guidance counselor's off.)

Wednesday, June 27-Report Cards-8:10 - 9:00

Return to School: Monday, September 10, 1979

HAVE A WONDERFUL SUMMER!!!

les sports

Foutbòl Ayisiin Lan Nou Yòk

An 1967 pa té ginyin anpil Ayisiin lan Nou Yòk, min ti group Ayisiin Mannhatann avèk Broukli-n té òganizé match foutbòl ki pa-t atiré anpil moun. Pandan ané '68 lan, élèv Ayisiin lan Wingate H.S. désidé fè oun ékip ka-p kapab joué pandan vakans lan avèk lòt ékip lan kominoté-a. Sé konsa pandan ané-a, élèv Wingate yo fe oun kotizasion ki pèmèt yo achté tout ékipman yo té bézouin é an minm tan-an fòmé oun ti òkès pou pran plézi yo apré match.

Elèv Ayisiin lan lòt lékol ségondè yo, kankou Jefferson, Tilden, Erasmus, suiv minm ékzamp yo. Yo fòmé ékip pa yo pou édé foutbòl-la lan kominoté-a.

An jiyè 1968, ékip élèv Wingate yo ki té rélé "Red Star" òganizé oun ti chanpiona sou térin Wingate la, ki atiré anpil moun. Apré chak match, tout moun, sitou élèv lékòl ségondè avèk kolèj yo, té pran oun plézi pou y-al dansé "Les Difficiles," ti òkès ké élèv Wingate yo té fòmé-a lan Wishco Manor.

Lè sa-a, asistan yo pa té péyé sink kob pou yo té vini ouè match yo. Ekip Ayisiin avek lòt ékip lan kominoté-a té kon-n fè kou yo té konnin pou yo achté ékipman ké yo té bézouin. Oun lè konsa yo té kon-n fè oun ti kotizasion sou térin Wingate la pou yo té kapab achté ékipman pou ékip yo ou pou òkès la.

Sé avek dékourajman ké sètin ansiin élèv tandé oun ban-n volè k-ap di ké yo fòmé foutbòl ayisiin lan Nou Yòk. Mouin pa min-m bézouin kòmantè sou sa paské nou ouè rézilta travay vagabon sa yo. Fédérasion krazé, foutbolè yo dékourajé, asistan yo dékouvri ki-jan ban-n viaié yo a-p fouré douèt lan gagan-n yo, foutbòl ayisiin lan Nou Yòk mouri lè foutbòl ap monté o Zéta Zini.

Lan lòt nimero KAYE-a ma kontinué ba nou istoua foutbòl la lan Nou Yòk. Ma pé profité okazion sa-a pou mouin fè oun apèl a tout ansiin élèv lékòl ségondè yo avèk kolèj ki té patisipé lan ékip sa yo pou nou mét tèt nou ansanm pou nou réfòmé foutbòl la lan kominoté-a.

Si nou vlé kontakté mouin, rélé-m lan 467-7400 ant 8 tè 30 di matin é 2 zè dé lapré midi. Mandé pou Mr. Météyé (Bilingual Program).

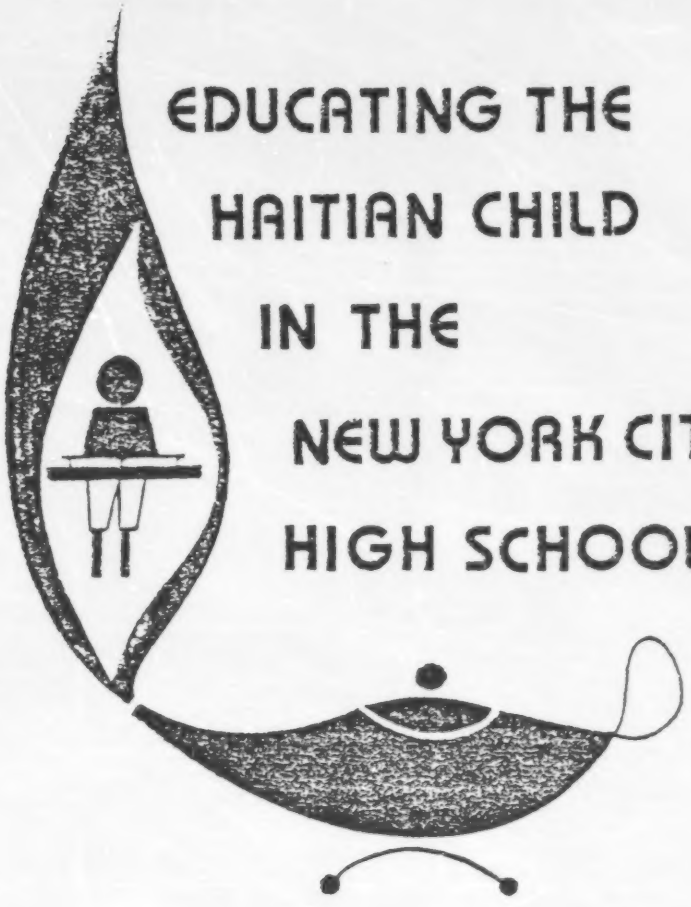
-15- Raynald Métayer

Kayé is published by the students of the
U.S.O.E. TITLE VII-BILINGUAL PROGRAM
of
GEORGE W. WINGATE HIGH SCHOOL
600 Kingston Avenue, Brooklyn, NY 11203

1. Plan

HAVE A WONDERFUL SUMMER!!!

Réponse pour Devinette



EDUCATING THE HAITIAN CHILD IN THE NEW YORK CITY HIGH SCHOOLS

SATURDAY
DECEMBER
SIXTEENTH
• 1978 •
9:00 AM to 12

SPONSORED BY WINGATE TEACHER TRAINING INSTITUTE

GEORGE W. WINGATE HIGH SCHOOL

DR. ROBERT L. SCHAIN • PRINCIPAL

GEORGE ADAMOVICH • COORDINATOR

BILINGUAL PROGRAM

WINGATE TEACHER
TRAINING INSTITUTE

P R O G R A M

EDUCATING THE HAITIAN CHILD IN THE NEW YORK CITY SCHOOLS

9:00 - 9:30	Registration & Breakfast	Library
9:30 - 10:00	General Session	Library

1. Chairman — Mr. George Adamovich
2. Invocation — Father Antoine Adrien
3. Greetings — Dr. Robert L. Schain, Principal
4. Opening Remarks — Mr. Hernan LaFontaine, Exec. Dir. Center for Bilingual Education
5. Keynote Speaker — Dr. Philip L. Groisser, Supt. Brooklyn High Schools

10:00 - 10:30 WORKSHOP SESSIONS I

1. French/Creole: Linguistic Aspects of Educating the Haitian Child	Mr. Carlo Jean, Teacher, I.S.291K Dr. Yves Dejean, Professor Bilingual Education, L.I.U.	Room 205
2. Approaches to an Orientation Program for Haitian Students	Mr. Robert Leder, Assistant Principal, George W. Wingate H.S. Ms. Michaelle Auguste N.Y.State Resource Center	Room 207
3. Services of the Center for Bilingual Education	Dr. Angelo Gimondo, Director, Center for Bilingual Education Mr. Jean Pierre-Louis, Program Specialist	Room 209

10:45 - 11:30 WORKSHOP SESSIONS II

1. Curriculum Materials for Bilingual Students	Mr. George Adamovich, Project Director and Wingate Bilingual Dept. Staff	Room 205
2. Instructional Techniques for Bilingual Students	Mr. David Krulik, Asst. Dir., E.S.L. Mr. Jacques Bonhomme, Principal, I.S.129 Bronx Ms. Lily Din, Teacher Trainer, E.S.L. Office	Room 207
3. Bilingual Programs and the Future of Haitian Children	Father Antoine Adrien, Nirvah St. Hubert Resource Center	Room 209

11:30 - 12 Noon Closing Session — Library

1. Reports from each panel
2. Conclusions and Recommendations

9:00 - 12:00 Haitian Art Exhibit by Carlo Guity, Alumnus, George W. Wingate High School

The bilingual program is funded under the provisions of Title VII of the Bilingual Education Act, under the auspices of the U.S. Office of Education.

Printed Through the Facilities of the Industrial Arts Department